

e-ISSN 3025-8030 : p-ISSN 3025-6267

Vol. 1, No. 3, 2024



Jurnal Pengabdian kepada Masyarakat  
**AMPOEN**  
Akselerasi Merdeka Belajar dalam Pengabdian Orientasi Masyarakat



[ampoen@serambimekkah.ac.id](mailto:ampoen@serambimekkah.ac.id)

**Diterbitkan oleh:  
Universitas Serambi Mekkah - Banda Aceh**

Jurnal Akselerasi Merdeka Belajar dalam Pengabdian  
Orientasi Masyarakat

# JURNAL AMPOEN

Vol. 1, No. 3, 2024

Halaman: 169-174

## **BUSINESS ENGLISH COURSEBOOK DESIGN FOR ECONOMICS AND BUSINESS STUDENTS USING ADDIE**

Paulina Erawati Paramita<sup>1</sup>, Dudy Effendy<sup>2</sup>

<sup>1</sup>)Program Studi Bahasa dan Kebudayaan English, Universitas Widya Dharma  
Pontianak

<sup>2</sup>) Program Studi Manajemen, Universitas Widya Dharma Pontianak

### Artikel di Jurnal AMPOEN

Tersedia di : <https://jurnal.serambimekkah.ac.id/index.php/ampoen>

DOI : <https://doi.org/10.32672/ampoen.v1i3.996>

### Bagaimana Cara Sitasi Artikel ini

APA : Paramita, P. E., & Dudy Effendy. (2024). BUSINESS ENGLISH COURSEBOOK DESIGN FOR ECONOMICS AND BUSINESS STUDENTS USING ADDIE. *Jurnal Akselerasi Merdeka Belajar Dalam Pengabdian Orientasi Masyarakat (AMPOEN): Jurnal Pengabdian Kepada Masyarakat*, 1(3), 169–174. <https://doi.org/10.32672/ampoen.v1i3.996>

Lainnya Kunjungi : <https://jurnal.serambimekkah.ac.id/index.php/ampoen>

Jurnal Akselerasi Merdeka Belajar dalam Pengabdian Orientasi Masyarakat (**Jurnal AMPOEN**): *Jurnal Pengabdian kepada Masyarakat* dengan Visi “*Berdaya melalui Abdi, Merdeka dalam Publikasi*” sebagai platform bagi para pengabdian, peneliti, praktisi, dan akademisi untuk berbagi pengetahuan, pengalaman, dan hasil layanan yang berkontribusi terhadap pengembangan masyarakat di Indonesia. Berisi hasil-hasil kegiatan pengabdian dan pemberdayaan masyarakat berupa penerapan berbagai bidang ilmu diantaranya pendidikan, ekonomi, agama, teknik, teknologi, pertanian, sosial humaniora, komputer, kesehatan dan lain sebagainya.

Semua artikel yang diterbitkan dalam jurnal ini dilindungi oleh hak cipta dan dilisensikan di bawah Lisensi Creative Commons 4.0 International License (**CC-BY-SA**) atau lisensi yang setara sebagai lisensi optimal untuk publikasi, distribusi, penggunaan, dan penggunaan ulang karya ilmiah.





## **BUSINESS ENGLISH COURSEBOOK DESIGN FOR ECONOMICS AND BUSINESS STUDENTS USING ADDIE**

**Paulina Erawati Paramita<sup>1\*</sup>,  
Dudy Effendy<sup>2</sup>**

<sup>1</sup>)Program Studi Bahasa dan  
Kebudayaan English, Universitas  
Widya Dharma Pontianak

<sup>2</sup>) Program Studi Manajemen,  
Universitas Widya Dharma  
Pontianak

**\* Corresponding Author:**  
[paulina.paramita@gmail.com](mailto:paulina.paramita@gmail.com)

---

### **Article History**

Received : 01/29/2024  
Accepted : 01/30/2024  
Publised : 01/31/2024

### **Abstrak**

Artikel ini mengeksplorasi pengembangan buku pelajaran Bahasa Inggris Bisnis untuk mahasiswa ekonomi dan bisnis menggunakan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation), seperti yang disajikan oleh Paulina Erawati Paramita dari Universitas Widya Dharma Pontianak pada Konferensi Internasional Keenam Asosiasi ELTA Afrika tahun 2022. Ini merinci setiap tahap proses ADDIE, berfokus pada penyesuaian buku ajar untuk kebutuhan khusus audiens target ini. Melalui analisis kebutuhan, artikel ini mengidentifikasi tantangan dan kesenjangan pengetahuan yang dihadapi oleh mahasiswa ekonomi dan bisnis dalam komunikasi bahasa Inggris. Selanjutnya, itu menguraikan desain buku pelajaran, termasuk tujuan pembelajaran, pemilihan konten, dan metodologi. Pengembangan menyelami penciptaan aktivitas pembelajaran yang menarik dan relevan, sementara implementasi mengeksplorasi strategi pedagogis dan dukungan guru. Akhirnya, artikel menekankan pentingnya evaluasi berkelanjutan melalui penilaian formatif dan sumatif untuk memastikan efektivitas buku pelajaran. Diharapkan bahwa peserta Konferensi akan aktif terlibat dalam mengembangkan dan merancang buku pelajaran yang disesuaikan dengan kebutuhan khusus mereka.

**Kata Kunci:** Bahasa Inggris Bisnis; model ADDIE; Desain buku pelajaran; Analisis kebutuhan; Pengembangan keterampilan bahasa.

### **Abstract**

This article explores the development of a Business English coursebook for economics and business students using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), as presented by Paulina Erawati Paramita from Widya Dharma Pontianak University at the 6th Annual International Conference of African ELTA 2022. It details each stage of the ADDIE process, focusing on tailoring the coursebook to the specific needs of this target audience. Through needs analysis, the article identifies challenges and knowledge gaps faced by economics and business students in English communication. Subsequently, it outlines the coursebook's design, including learning objectives, content selection, and methodology. Development delves into the creation of engaging and relevant learning activities, while implementation explores pedagogical strategies and teacher support. Finally, the article emphasizes the importance of continuous evaluation through formative and summative assessments to ensure the coursebook's effectiveness. It is expected that Conference participants will actively engage in developing and designing coursebooks tailored to their specific needs.

**Keywords** Business English; ADDIE Model; Coursebook Design; Needs Analysis; Language Skills Development,



## INTRODUCTION

Effective communication skills are crucial for success in the globalized business landscape, particularly for students pursuing careers in economics and business. English proficiency plays a vital role in navigating international trade, financial markets, and cross-cultural collaborations. Recognizing this need, this article proposes the development of a Business English coursebook specifically designed for economics and business students using the ADDIE model.

ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. It is a systematic instructional design model widely used in education and training to ensure effective learning outcomes. In this event, we will apply the ADDIE model to design a comprehensive Business English coursebook tailored specifically for economics and business students.

## METHOD

This initiative was showcased at the 6th Annual International Conference of African ELTA 2022, scheduled for August 12-13, 2022. The presentation about Business English Coursebook Design for Economics and Business Students was delivered by Paulina Erawati Paramita from Widya Dharma Pontianak University. The conference provided an ideal platform for educators, researchers, and industry professionals to exchange ideas, shared best practices, and explore innovative approaches in English language teaching and learning. Participants are anticipated to engage enthusiastically in discussions surrounding the proposed Business English coursebook, offering valuable insights and posing pertinent questions to enrich the development process.

## DISCUSSION



Figure 1. the 6th Annual International Conference of African ELTA 2022

## Analysis

Analysis encompasses the process of systematically gathering and examining information pertaining to students' proficiency in the English language and their utilization of existing course materials. This includes delving into various aspects such as understanding the expectations students hold regarding their English proficiency levels, as well as their preferences and experiences with regard to course books. Additionally, it aims to uncover the underlying motivations that drive their engagement in learning English.

The purpose of analysis extends to defining the facts, concepts, and needs of the subjects that constitute the final instructional plan. This entails a meticulous exploration of the relevant data and requirements associated with the study. The researcher is thus focused on discerning both the factual information and the specific needs related to the study's objectives.

To ascertain these needs comprehensively, the researcher employs two primary research instruments: interviews and questionnaires. These methodologies serve as invaluable tools in eliciting insights from both students and teachers alike, enabling a comprehensive exploration of their perspectives, experiences, and requirements. Through the diligent utilization of these research instruments, the researcher is equipped to thoroughly analyze the materials that can contribute to the formulation of the final instructional plan.

Analysis plays a pivotal role in informing the instructional design process by providing a solid foundation based on a nuanced understanding of students' needs and expectations. By carefully examining the data and insights gathered through various means, the researcher can tailor instructional strategies that are not only aligned with learners' requirements but also conducive to their overall language learning journey.

To achieve the learners' needs and interests, someone should do the need analysis. Basturkmen (2010, p. 17) mentions the identification of language and skills are used in determining and refining the content for the ESP course. It can also be used to

assess learners and learning at the end of the course. This process is termed 'needs analysis.'

Richards and Rodgers (2001) say that need analysis is a procedure which is used to collect the information about the learners' needs. This procedure, of course, has some steps which must be taken into account while assessing the learners. In addition, Graves (2000) explains much about needs analysis. He says that the process of needs analysis involves a set of decisions, actions, and reflections that are cyclical in nature:

- a. Deciding what information to gather and why.
- b. Deciding the best way to gather it: when, how, and from whom.
- c. Gathering the information.
- d. Interpreting the information.
- e. Acting on the information.
- f. Evaluating the effect and effectiveness of the action.
- g. Deciding on further or new information to gather.

In line, Hutchinson and Waters (1987) differentiate between the target needs and the learning needs. Target needs are what the learner needs to do in the target situation. In the target needs, there are some technical terms which are related to the target needs. Those are necessities, lacks and wants.

Richards and Renandya (2002, p. 52), on his discussion toward needs analysis, say that the first step in conducting a needs analysis is to decide exactly what its purpose or purposes are. Basically, needs analysis in language teaching may be used for a number of different purposes, such as:

- a. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student
- b. To help determine if an existing course adequately addresses the needs of potential students
- c. To determine which students from a group are most in need of training in particular language skills
- d. To identify a change of direction that people in a reference group feel is important

- e. To identify a gap between what students are able to do and what they need to be able to do
- f. To collect information about a particular problem learners are experiencing

### Design

Design refers to the creation of models of instruction in relating to language and learning theories and writing design of the instructional materials.

Design is an activity or process that people engage in that improves the quality of their subsequent creations. Seel, Lehmann, Blumschein, and Podolskiy (2017, p. 70) elaborate that the design phase of ADDIE centers on activities and knowledge to support the achievement of intended learning outcomes. Thus, the design process coincides with the development of a plan for how the learners can achieve the objectives. The product of the design phase consists of an instructional blueprint. Accordingly, the emphasis is on drafting a storyboard, i.e., a sketchy display of the entire structure of the learning environments and the intended learning processes. Hence, the design phase of ADDIE mainly covers the entire planning of instructional activities and the necessary decisions that refer to orchestration of the relevant external conditions for learning (e.g., teaching methods, social interactions, media and delivery systems, the organization of the environment, the design of the interface, and so on. Planning is considered as a generative and creative process in which the instructional designer envisions what the instruction will look like. Significant activities at this stage are

- a. to choose themes,
- b. to create appropriate methods and procedures,
- c. to identify a set of concrete activities to support learning, and
- d. to identify a set of specific learning skills.

### Development

Development refers to writing activities for implementation, the blueprints in the design phase are assembled. The design phase is tightly intertwined

with the development phase but distinguishable. At a certain point of planning, it becomes necessary to shift from brainstorming and generating possibilities, making selections and establishing a blueprint or storyboard (i.e., the design phase) to constructing materials (i.e., the development phase). Shortly said, the development phase of instructional design is concerned with the allocation of instructional materials and learning tasks.

In case that the instructional material must be developed from scratch, the developer must take into account several considerations. First, it must be clear what the learner should know or able to do at the end of the course. In addition, the developer must also take into account the instructional strategy, the costs involved in development and maintenance of the instructional materials, the skills the learners possess, and the resources available. Since the materials are being developed for skills within the interpersonal domain, they should permit for peer-sharing, group activities, and interpersonal interactions. Accordingly, the materials should target communication skills, leadership, and cooperation. As experienced practitioners know, the development of instructional material is hard and time-consuming work (Aris, 2000). Usually, it must be done by teams of people who are experts in the subject matter area, the production of texts, pictures, videos, and computer programs (such as simulations).

### Implementation

Implementation refers to the use of all materials and to test if the materials are appropriate for the students. The implementation phase of instructional design involves the transformation of planned instructional activities into practice. It contains procedures for training both facilitators and learners. Facilitators cover the course curriculum, learning outcomes, a method of delivery, and testing procedures. Preparation for learners includes training them on new tools (e.g., software or hardware). Everything occurs under strict control of the conditions for realization, and is, therefore, combined with a formative evaluation.

### Evaluation

Evaluation refers to the evaluation of the materials and the achievement of the expected goal. Brian Tomlinson and Masuhara (2004, p. 1)) use the term "materials evaluation" The activity in evaluating materials involves measuring the value (or potential value) of a set of learning materials by making judgments about the effect of the materials on the people using them. It tries to measure, for example:

- a. the appeals of the materials to the learners
- b. the validity of the materials

- c. the ability of the materials to interest the learners
- d. the potential learning value of the materials
- e. the assistance given to the teachers in terms of the preparation, delivery and assessment
- f. the flexibility of the materials

Brown and Green (2015, p. 154) mentioned that there are three major evaluation types that you will typically use as an instructional designer: learner, formative, and summative. Evaluation refers to the process for determining the success level of an individual or product based on data and then making decisions based on this success level.



Figure 2. Presentation Session

### CONCLUSION

Developing a Business English coursebook specifically designed for economics and business students using the ADDIE model can provide a valuable tool for enhancing their communication skills and professional preparedness. By focusing on the specific needs of this target audience, incorporating engaging and relevant learning activities, and ensuring effective implementation and evaluation, the coursebook can become a vital

resource for equipping students with the necessary English language skills to succeed in the globalized business world.

### ACKNOWLEDGEMENT

We would like to express our heartfelt gratitude to Africa ELTA for the opportunity extended to us to participate in the 6th Annual International

Conference of African ELTA 2022. The collaboration and support from Africa ELTA have enabled us to share knowledge, experiences, and innovative ideas in the field of English language education. We are thankful for Africa ELTA's efforts in facilitating valuable exchange of ideas and strengthening our professional network. May this collaboration continue to flourish in supporting the advancement of language education at the international level.

Tomlinson, B., & Masuhara, H. (2004). Developing Language Course Materials. Portfolio Series# 11: ERIC.

## REFERENCES

- Aris, B. (2000). A Practical Guide To Instructional Design: Penerbit Universiti Teknologi Malaysia.
- Basturkmen, H. (2010). Developing Courses in English for Specific Purposes: Palgrave Macmillan UK.
- Brown, A. H., & Green, T. D. (2015). The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice, Third Edition: Taylor & Francis
- Dewi, R. K., Novi Sriwulandari, & Nila Khoirina Rofidah. (2024). KELAS LITERASI PENGENALAN TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE) BAGI SISWA TINGKAT SMA SEDERAJAT. *Jurnal Akselerasi Merdeka Belajar Dalam Pengabdian Orientasi Masyarakat (AMPOEN): Jurnal Pengabdian Kepada Masyarakat*, 1(3), 101–105. <https://doi.org/10.32672/ampoenv1i3.819>
- Graves, K. (2000). Designing Language Courses: A Guide for Teachers: Heinle & Heinle.
- Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An Anthology of Current Practice: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Seel, N. M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). Instructional Design for Learning: Theoretical Foundations: SensePublishers.